

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EDG 2701

COURSE TITLE: Teaching Diverse Populations

PREREQUISITE(S): Satisfaction of college prep reading and writing, placement into ENC 1101

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other \_\_\_\_\_:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 35

## CATALOG COURSE DESCRIPTION:

This course is designed to study multicultural education. Emphasis is on such dimensions of diversity as culture, ethnicity, race, language, social class, exceptionally, gender, age, and sexual orientation and their implications for educational policy, curriculum and methodology. Field experience is required.

SUGGESTED TEXT(S):

Benett, C.I. (2003). Comprehensive Multicultural Education: Theory and Practice, 5<sup>th</sup> ed. Needham Heights, MA: Allyn and Bacon.

Bucher, R. (2003). Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities, 2<sup>nd</sup> ed. Upper Saddle River, N J: Pearson Education Inc.

Gollnick, D. and P. Chinn (2004). Multicultural Education in a Pluralistic Society, 6<sup>th</sup> ed. Upper Saddle River, N J: Pearson Education, Inc.

SUGGESTED TEXT(S): (continued)

Koppelman, K. with R. L. Goodhart (2005) Understanding Human Differences: Multicultural Education for a Diverse America. Boston: Pearson Education, Inc.

IMPLEMENTATION DATE:

Winter Term, 1997 (972)

REVIEW OR MODIFICATION DATE:

Spring Term, 2002 (20022)

Fall Term 2005 (20061)

Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
<p>I Changing Ethnic/Racial/Cultural/Linguistic/Socioeconomic Demographics in the U.S. and in the world</p> <p>A. Ethnic, racial, cultural, linguistic, and socioeconomic Demographic profiles</p> <p>B. Social, economic, religious, political, cultural and Educational implications of demographic changes</p> <p>C. Current Issues in Multicultural Education</p>	6
<p>II Foundations of Multicultural Education</p> <p>A. Definitions of multicultural education.</p> <p>B. Key terms that constitute the concepts and language of Multicultural education such as diversity, cultural pluralism, assimilation, enculturation, acculturation, xenophobia, ethnocentrism, Eurocentrism, Afrocentrism, racism, classism, sexism, homophobia, prejudice, discrimination, antiracism, antibias, inclusion, exclusion</p> <p>C. Goals, principles and philosophical tenets of multicultural education; i.e., differences are not deficits; culture influences the way students learn</p> <p>D. Models of multicultural curriculum infusion</p> <p>E. Models of personal stages of development from ethnocentrism to multiculturalism and globalism</p> <p>F. Literature of theory and research that under girds multicultural education as a discipline</p>	6
<p>III Essential Elements of Culture</p> <p>A. A Scheme for Learning about any Culture</p> <ol style="list-style-type: none"> <li>1. Patterns of knowledge and ways of knowing</li> <li>2. Patterns and relevance of values, belief systems, world views, Customs, traditions, mores, and spirituality</li> <li>3. An ancient through modern history of a culture's people (heroines and heroes), artifacts, music, dance, silence, technology, mathematics, philosophy, architecture, government</li> <li>4. Unique ways different voices of a culture express relationships to other cultures, particularly the dominant culture</li> <li>5. Patterns of unique skills and behaviors</li> <li>6. Patterns of perception and cognition (cognitive styles)</li> <li>7. Languages and communication styles including verbal and nonverbal nuances</li> </ol> <p>B. A study of each of the above essential elements in the context of specific or regional cultures; e.g., African American, Mexican American, Seminole, Korean American</p>	9

COURSE TOPICS (CONTINUED)	CONTACT HOURS <u>PER TOPIC</u>
IV Foundation of Racism	6
<ul style="list-style-type: none"> <li>A. History of prejudice, discrimination, and racism in the United States</li> <li>B. Theory and research on how racist attitudes, stereotypes, and prejudices are learned and integrated into self image, personality structure, and ethnic identity</li> <li>C. Effects of racism on members of the dominant white culture and members of minority cultures</li> <li>D. The literature of theory and research on changing negative racial attitudes and negative attitudes toward diversity</li> <li>E. Scales and instruments that purport to measure racism and attitudes toward diversity</li> <li>F. A study of antibias, antiracist curricula</li> </ul>	
V Foundation of Bigotry Based on Exceptionality, Gender, and Sexual Orientation	12
<ul style="list-style-type: none"> <li>A. Exceptionality <ul style="list-style-type: none"> <li>1. Historical development of special education with specific reference to misconceptions, prejudices, and inequities.</li> <li>2. Categories of exceptionality and definitions and key terms necessary for meaningful dialogue</li> <li>3. Federal and state laws as they relate to exceptionalities</li> <li>4. Issues related to inclusion models as social and educational policy</li> </ul> </li> <li>B. Gender <ul style="list-style-type: none"> <li>1. Definitions of key terms (nonsexist education, gender-free education, gender sensitive education, non-sexist and culturally inclusive education, feminism, androcentrism, sexism, sex discrimination)</li> <li>2. History of sexism in the U.S. and more inclusive history of women's lives and contributions in U.S. society</li> <li>3. Theory and research on principles of human growth and development, gender identity and moral development that challenge male-as-norm models</li> <li>4. Theory and research documenting sex discrimination against females in the educational system, e.g., teacher-student interaction, testing, learning style and communication style preferences, and gender oppressive language</li> <li>5. Principles of nonsexist-culturally inclusive curriculum development</li> <li>6. Knowledge of materials for gender and culture inclusive elementary, middle and secondary school curricula</li> </ul> </li> <li>C. Sexual Orientation <ul style="list-style-type: none"> <li>1. Introduction level knowledge about human sexuality including gay, lesbian, and bisexual development and personal empowerment</li> <li>2. The unique psychological, emotional and educational needs of gay, lesbian, and bisexual students including research on internalized homophobia, alienation, and other psychosocial aspects of peer, family and societal rejection and acceptance</li> <li>3. Contemporary survey profiles and literature that present public attitudes regarding homosexuality</li> </ul> </li> </ul>	

COURSE TOPICS (CONTINUED)	CONTACT HOURS <u>PER TOPIC</u>
VI. Tools of Social Control: Effects of Educational Policy and Practice on Democratic/Inclusive Schooling	6
<ul style="list-style-type: none"> <li>A. Effects of ability grouping and curriculum tracking by social class, race/ethnicity, gender, exceptionality and other factors</li> <li>B. Effects of segregated schools by race and by social class, racial/ethnic, exceptionality, and other factors</li> <li>C. Effects of school choice, privatization and vouchers by social class and racial/ethnic groups</li> <li>D. Effects of inequitable school funding on minority and poor students</li> <li>E. Effects of discipline policy and practice on minority, low SES, and exceptional students</li> <li>F. Effects of teacher expectations and teacher-student interactions on female, low SES, minority, and exceptional students</li> <li>G. Effects of standardized testing on female, low SES, minority, and exceptional students.</li> <li>H. Students will become aware of effective communication with parents from culturally diverse backgrounds to improve the educational experience of students.</li> </ul>	

## COURSE OBJECTIVES:

- (1) To examine the shifting demographic population in the United States as these shifts relate to teaching and learning in a diverse society;
- (2) To define multicultural education, its goals and objectives in American public schools;
- (3) To view oneself as a culturally diverse individual;
- (4) To explore the characteristics of culture and the relationship of these cultural characteristics to basic issues that impact culturally diverse learners;
- (5) To examine curriculum efforts and instructional strategies designed to serve students with diverse instructional needs and diverse learning styles;
- (6) To examine the issues and communication skills necessary to develop productive interaction with parents.



**Florida State College  
At Jacksonville**

**Course Learning Outcomes & Assessment  
For All College Credit Courses**

NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i> COURSE PREFIX AND NUMBER: <u>EDG 2701</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Teaching Diverse Populations</u>	

*Section 2*  
TYPE OF COURSE: (Click on the box to check all that apply)

<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

*Section 3 (If applicable)*  
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

*Section 4*  
INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input checked="" type="checkbox"/> Quantitative Skills	<input checked="" type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

<i>Section 5</i> <b>LEARNING OUTCOMES</b>	<b>METHOD OF ASSESSMENT</b>
• Students will develop a clearer sense of their own cultural identity	Students will demonstrate mastery of outcomes by:
• Students will increase their knowledge about the history, culture, contributions and current perspectives of major ethnic groups in the United States	Participation in group activities and discussions
• Students will develop strategies to combat racism, sexism and other forms of discrimination in classrooms, schools and communities	Graded assignments/projects
• Students will examine their own attitudes toward diverse ethnic and socioeconomic groups	Graded tests
• Students will identify ways to include multicultural perspectives in curriculum development, lesson planning and teacher decision making	Reflective writing
• Students will become aware of effective communication with parents from diverse ethnic backgrounds to improve the educational experience of students	Self-exploration and completion of individual inventories
• Students will participate in a minimum of 18 hours of field experience in a diverse classroom or social agency in order to observe, reflect upon, and apply the knowledge, skills and attitudes inherent in the course objectives	Completing a minimum of 18 hours of field experience in a K-12 classroom within a school accredited by the Southern Association of Schools and Colleges or a social agency approved by the College and completing reflective writing.

*Section 6* Name of Person Completing This Form: \_\_\_\_\_